

Scoring AIMS Writing

The Arizona Department of Education's Assessment Section has collaborated with CTB McGraw-Hill to design the scoring training and process for AIMS Writing.

AIMS DPA writing is read and scored by two evaluators ; AIMS HS is read and scored by four evaluators. Each evaluator scores papers within a 3-trait RIB (Rater Item Block) determined to be appropriate and reflective of classroom teaching and scoring . The two RIBs represent three traits each. RIB 1 consists of Ideas & Content, Organization, and Conventions , the more technical aspects of writing. RIB 2 consists of Voice, Word Choice, and Sentence Fluency , the more affective qualities of writing.

RIB 1

Ideas & Content requires an evaluator to look for clearly presented and developed main ideas and relevant supporting details . Organization facilitates the reader in following the idea(s) as they move from one point to the next through well-chosen transitions between and within the paragraphs. Conventions allows the writer to guide a reader through a piece of writing using appropriate punctuation, spelling, capitalization, grammar, and paragraphing . Each of the three traits within RIB 1 is scored separately and independently.

RIB 2

Voice represents the tone of a paper that the writer establishes and maintains according to audience and purpose. Word Choice demonstrates a writer's knowledge of vocabulary use with carefully selected words and phrases that presents a clear and interesting message. Sentence Fluency requires the purposeful creation of a variety of sentence structures that create a flow and carry the reader through the paper. Each of the three traits within RIB 2 is scored separately and independently.

Maintaining Scoring Integrity of AIMS Writing

ADE and CTB collaborate to ensure that the scoring process is fair, reliable, and consistent.

Step 1 – Anchor sets are designated by Arizona teachers .

Anchor papers are compiled from Arizona student responses to field test prompts. The following procedures are employed.

- Teachers review papers.
- Three exemplars for each score point in each trait are identified and annotated.
- Annotations are linked directly to the rubric and student responses.
- Papers are selected for anchor, training, and qualification sets.
- Sets are reviewed to ensure alignment to grade level expectations and student responses to previously administered prompts .

Step two – Evaluators are trained and qualified .

Evaluators must be college graduates. They complete a rigorous training and qualification process using the sets of papers identified by Arizona teachers. CTB and ADE have designed the training to include the papers written by Arizona students, the Six Trait Rubric, and the Arizona Writing Standard. Evaluators are trained and must qualify in each trait within their assigned RIB . The following process is repeated for each trait.

- CTB trainers present the Six Trait Rubric, discussing each score point.
- Trainers read, review, and discuss the anchor sets and annotations.
- Evaluators score a training set.
- Trainers review and discuss the training set scores.
- Evaluators score the first qualification set.
- Qualified evaluators (70% correct or better) begin scoring once all three trait qualifications are passed.
- Evaluators who do not pass are trained a gain.
- Evaluators who achieve 70% or better on a second qualification set begin scoring if all three trait qualifications are passed.
- Evaluators who do not pass a second qualification set in any of the three traits are dismissed.

Step 3 – Monitoring is a priority.

Monitoring the scoring process is ongoing until all papers are scored . Team leaders continuously employ the following quality control measures .

- Team leaders conduct read-behinds to monitor evaluators.
- Check sets (pre-scored papers) are administered to evaluators multiple times each day.
- Evaluators who do not score papers in a check set correctly or do not score in agreement with read behinds receive remediation.
- Targeted check sets to monitor remediated evaluators are sent as a follow up on the remediation.
- Evaluators who fail to score correctly in a second check set must pass an additional qualification round before scoring again.
- Evaluators who do not pass qualification with 70% or better are dismissed.

ADE and CTB strive to score AIMS Writing with objectivity, based on the rubric . Writing is an important measure of skills for Arizona students . The rubric, the training, the anchor sets, the check sets, and the intensity of the process result in fair and reasonable scores . All student papers are scored the same way, and the results reflect meeting and mastering Arizona's Academic Standard in writing.